DOCUMENT RESUME

ED 236 170 TM 830 657

TITLE	External Research in AISD: Knowledge for Building, 1982-83.
INSTITUTION	Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO	AISD-ORE-82.80
PUB DATE	83
NOTE	52p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Abstracts; Educational Researchers; Program Descriptions; *Program Evaluation; *Research and Development Centers; *Research Projects
IDENTIFIERS	*Austin Independent School District TX; *External Evaluation

ABSTRACT

The Austin Independent School District (AISD) Office of Research and Development, presents abstracts of research projects conducted by external agencies or individuals within AISD. For 33 projects, this report contains the AISD project number, project title, project director, project sponsor, schools where conducted, and whether or not a full report is on file. The 27 abstracts prepared by the external researchers include: the participating schools, a description of the study, a description of the results, the implications of the results, and the implications for AISD. (PN)

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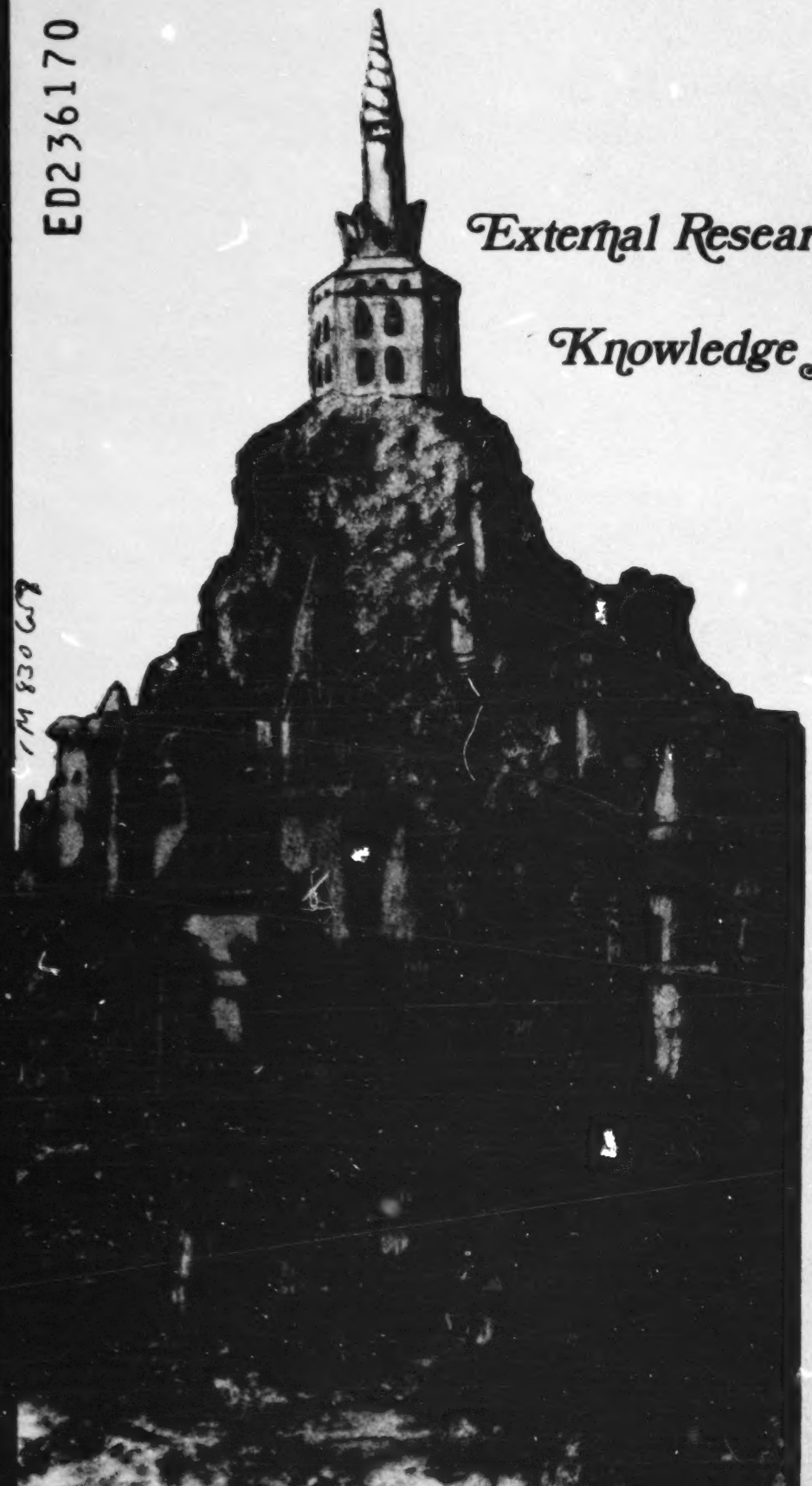

External Research in AISD:

Knowledge for Building

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1982-83

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REPORT

Title: Research by External Agencies or Individuals in AISD

Contact Person: Freda Holley

For the fifth year, we are publishing the abstracts of research projects conducted by external agencies or individuals within the Austin Independent School district. Each of these researchers has had to go through a screening process in which AISD staff members from a variety of departments reviewed their proposals. This is to ensure that:

- The time and energies of AISD staff and students are protected.
- Only those projects meeting the criteria established by the District as conditions for participation in research are approved.
- High quality research that fits the needs and interests of the District is promoted.

The Office of Research and Evaluation is the official point of first contact for all proposals to do research in the District. Many of these initial contacts are by phone or personal visit. Discussions at that time often result in the immediate determination that proposals are not viable. For those projects which do appear to be feasible, the researcher is provided forms and instructions for a formal proposal. When the formal proposal is received, a three (or more) member administrative review committee is appointed. The Office of Research and Evaluation makes a final decision on administrative approval or disapproval of the project based on the recommendations of the committee members. If approval is given, the Director works with the project director and appropriate AISD staff to select suitable schools and/or departments for the study. However, the principals on the selected campuses may decide that the research project would interfere with instructional efforts and disallow the project.

The researcher is required to provide an Abstract for this volume as well as two copies of any dissertation, publication, or other report issuing from the study. These are kept on file at the Office of Research and Evaluation. The Abstracts included in this publication are entirely the work of the authors named without the review or endorsement of the Office of Research and Evaluation.

A total of 22 proposals were reviewed between June 15, 1982, and June 15, 1983. Of these, 15 were approved, 6 were disapproved, and 1 was postponed.

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ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
959.19	The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Family Income Level	M. Kevin Matter Sponsor: Dr. Edmund Emmer, U.T.	Office of Research and Evaluation	No
960.07	A Study of the Relationships Among Response-produced Feedback in Family Interaction, Object Relations, and Impulsivity	Mark J. Wernick Sponsor: Dr. Frank Wicker, U.T.	Anderson, Austin, Johnston, LBJ, and Lanier High Schools, Burnet, Dobie, Fulmore, and Lamar Junior High Schools	No
960.08	Patterns of Number Development in Young Children	Robert G. Cooper, Jr. Belinda Blevins Robert Campbell Sponsor: Southwest Educational Development Laboratory	Original Study: Andrews, Pleasant Hill, and Ridgetop Elementary Schools Follow-up Study: Allan, Barton Hills, Brooke, Brown, Casis, Cook, Dawson, Doss, Harris, Highland Park, Houston, Joslin, Langford, Maplewood, Norman, Oak Hill, Oak Springs, Odom, Pease, Pecan Springs, Rosewood, Sanchez, Sims, Winn, and Wooten Elementary Schools	No
960.13	Spanish Speaking Parents' Participation in the School	Harriett Romo Sponsor: Dr. Aaron Cicourel, University of California	Brooke, Govalle, and Sanchez Elementary Schools	Yes

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Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
960.18	A Symbol -- Systems Treatment of Adolescent Stress and Coping	David C. Duty Sponsors: Dr. G. Hansen Dr. F. Richardson, U.T.	O. Henry Junior High School, Johnston High School	Yes
960.23	Improving Classroom Management and Organization in Junior High Schools: An Experimental Investigation	Edmund T. Emmer Sponsor: University of Texas Faculty	Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Pearce, and Porter Junior High Schools	Yes
R82.02	Clinical Preservice Teacher Education: Final Report of a Descriptive Study	Gary A. Griffin Sponsor: University of Texas Faculty	Cook, Becker, Brentwood, Dawson, Gullett, Joslin, Odom, Pillow, Read, Travis Heights, Webb, Williams, Wooldridge, and Wooten Elementary Schools	Yes
R82.03	Amplifying Effects of Television's Prosocial Fare Through Curriculum Intervention	Robert Abelman Sponsor: Dr. Stanley Baran, U.T.	Brooke, Read Elementary Schools	Yes
R82.06	Reported Communication Strategies of Hearing Impaired Adolescents with Experience in Mainstream Settings	Madeline Maxwell Sponsor: University of Texas Faculty	McCallum and Reagan High Schools, Bedichek and Pearce Junior High Schools	No
R82.09	The Relationship of Empathy, Role Taking, and Moral Reasoning to Dimensions of Juvenile Delinquency	Ming Lee Sponsor: Dr. Norman M. Prentice, U.T.	Travis High School	Yes

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Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R82.10	Norming the Role-Play Assessment for Adolescents	Leslie Moore Sponsor: Dr. Kathleen Waddell, U.T.	Dobie Junior High School	No
R82.11	The Effect of High and Low Expectancies on Children's Motor Performance	Lynn Dale Housner Sponsor: University of Texas Faculty	Houston and Langford Elementary Schools	No
R82.12	Educational Opportunities Assessment Project	Magdalena Hernandez Gary R. Hanson Sponsor: University of Texas Staff	Johnston High School	No
R82.16	Questions Used by Teachers of Hearing Impaired Students During Informal Conversation	Laurie Nipper Sponsor: Madeline Maxwell, U.T.	Reilly and Rosedale Elementary Schools	No
R82.17	Ways to Improve Education in Desegregated Schools	A. L. King David L. Williams, Jr. Sponsor: SEDL	Selected AISD Administrators	Yes
R82.19	The Relationship Between Selected Program and Child Variables and Child Progress in Early Childhood Special Education	Linda F. Pearl Sponsor: Dr. Keith Turner, U.T.	Early Childhood Center at Casis	No
R82.20	Clustering and Recall Ability of the Hydrocephalic and Non Hydrocephalic Spina Bifida Child	Yona Tesoriero Sponsor: Dr. Linda Hickson Bilsky, Teachers College, Columbia University	Blanton, Dawson, and Wooten Elementary Schools and St. John's Development Center	No

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Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R82.21	A Study of Special Education Service Delivery Administrative Task Responsibility Perceptions of AISD Administrators	Deborah Nance Sponsor: Dr. James Yates, U.T.	Selected administrative personnel	No
R83.02	The Use of Manipulative Models in Addition and Substraction of Fractions	Nancy Katherine Mack Sponsor: Dr. E. Glenadine Gibb, U.T.	Porter Junior High School	Yes
R83.03	The Impact of Basal Reader Characteristics on the Development of Reading Skill - a Longitudinal Study	Connie Juel Philip Gough Sponsor: University of Texas Faculty	Houston Elementary School	No
R83.04	Contingencies of Evaluative Feedback in Physical Education	Lynn Dale Housner Sponsor: University of Texas Faculty	Bedichek, Burnet, Lamar, Pearce, and Porter Junior High Schools	No
R83.06	The Development of Metalinguistic Abilities in Children	David T. Hakes Kerry J. Washburn Sponsor: University of Texas Faculty	Bryker Woods, Casis, Cunningham, Doss, Govalle, Gullett, Highland Park, Hill, Pillow, and Summitt Elementary Schools	No
R83.09	Life Themes in Middle Childhood: A Study of High and Low Profile 4th Grade Children	Beverly Hardcastle Sponsor: Southwest Texas State University Faculty	Webb Elementary School	No
R83.10	Managing Academic Tasks in Junior High Schools	Walter Doyle Sponsor: University of Texas Faculty	Burnet, Dobie, Martin, and Pearce Junior High Schools	No

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Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R83.11	A Survey of Curriculum Implementation in Elementary Schools in AISD	Pat Oakes Sponsor: League of Women Voters	Twenty-one selected elementary schools	Yes
R83.12	Evaluation of a Curriculum Development Project to Teach Listening to 30? Junior High School Techers Located at Dobie, Pearce, and Fulmore Junior High Schools	P. Terry Newton Sponsor: St. Edwards University Faculty	Dobie, Pearce, and Fulmore Junior High Schools with Bedichek and Burnet Junior Highs as controls	No
R83.13	The Effect of a Teacher Active Inservice Program on Teachers' Understanding of Relevant Energy Concepts, Stages of Concern About Implementing Curriculum and Student Achievement	Edward J. Zielinski Sponsor: Dr. Earl J. Montague, U.T.	Anderson, Crockett, Lanier, Reagan, Robbins, and Travis High Schools	No
R83.14	Class-Inclusion: Logical and Mathematical Prerequisites	Robert L. Campbell Sponsor: Dr. Renee Baillargeon, U.T.	Winn and Andrews Elementary Schools	No
R83.15	Children's Use of Conjunctions When Writing for Different Audiences and Purposes	Patricia O'Neal Willis Sponsor: Diane L. Schallert, U.T.	Cunningham Elementary School	No

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Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R83.17	Impact of Big Brothers/Big Sisters on School Attendance and Grades	Allen Rubin Sponsor: University of Texas Faculty	Mathews, Webb, Brooke, Wooldridge, Blanton, and Williams Elementary Schools; McCallum Senior High School	No
R83.18	Factors Related to the Instructional Leadership Style of Effective Elementary School Principals in Texas	Norma A. Lewis Sponsor: Dr. M. B. Nelson, East Texas State University	Sunset Valley, Ortega, Read, Doss, Maplewood, Metz, and Oak Elementary Schools	No
R83.21	The Test of Practical Knowledge and the OASIS Interest Schedule: Their Use with Students Who Are Visually Handicapped	Anne L. Corn Sponsor: University of Texas Faculty	O. Henry and Porter Junior High Schools; Reagan, Lanier, Travis, and McCallum High Schools	No
R83.22	Analyses of Austin Longitudinal Student Data File	Peter H. Rossi Sponsor: University of Massachusetts Faculty	Office of Research and Evaluation	No

The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Family Income Level

Abstract

M. Kevin Matter

Participating Schools:

The Office of Research and Evaluation

Description of Study:

Achievement test answer sheets and test booklets (Iowa Tests of Basic Skills (ITBS)) will be examined for evidence of answer changes made during the test administration. Contrary to popular belief, research has shown that most individuals change more items from an incorrect to a correct alternative than vice versa, resulting in an increase in the total number of items correct. Answer sheets and booklets will be examined for significant differences in the rates and types of response changes made among different ethnic groups, family income levels, and grade levels.

Description of Results:

No results are available at this time.

Implication of Results:

This study has direct reference to the reliability and validity of results from multiple-choice tests. Modifications to test instructions regarding answer changing may provide more accurate and useful test results.

Implications for AISD:

Results should be related to teacher/student directions for administering/taking standardized achievement tests. Changes in directions, with resulting changes in behavior, may promote more valid test scores and an increased utility for course selection and placement.

A Study of the Relationships Among Response-produced Feedback in Family Interaction, Object Relations, and Impulsivity

Abstract

Mark Wernick

Participating Schools: Anderson, Austin High, Burnet Jr. High, Dobie Jr. High, Fulmore Jr. High, Johnston High, LBJ, Lamar Jr. High, Lanier High

Description of Study: The purpose of this study is dual; in applied areas it is to assess interaction patterns of families with children having reflective or impulsive learning styles to see if qualitative differences in those patterns exist. Object relations are also to be assessed, in keeping with theoretical aims of the study to see if reflectivity/impulsivity has an underlying relationship with early development and learning.

Description of Results: Data has been collected from 24 families. Of these, approximately half were intact. Of the non-intact families, several were mother-only and several were natural mother and step-father. One involved a child reared by grandparents. This latter, as well as several whose reflectivity/impulsivity classification is uncertain, are being employed as pilot data. About 17 of these families are from AISD, and the other seven are from a youth services agency in Houston, Texas. Data analysis is being performed this summer.

Implications of Results: If a relationship is found between children's classification on the reflectivity/impulsivity dimension and family interaction patterns, and a further relationship found between these variables and learning, justification for whole family involvement in addressing a wide variety of learning problems will be enhanced. Any connection found between early developmental arrest--assessed through the object relations analysis--and reflectivity/impulsivity or learning, will enhance understanding of the possibilities, limitations, and directions such whole family involvement may most profitably take.

Implications for AISD: Actually, usefully interpretable results are hoped to have implications for all centers of learning. It will probably prove valuable in the long run to have a professional arm attached to school districts whose sole responsibility is family outreach, family education, and family support, staffed by professionals and paraprofessionals skilled in the areas of family processes and early development. Even where such services are not viewed as properly within the jurisdiction of the schools, additional empirically acquired understanding of the type sought here should aid in the referral process.

SPANISH SPEAKING PARENTS PARTICIPATION IN THE SCHOOL

Abstract

Harriett Romo

Participating Schools: Twenty four families attending school meetings for bilingual programs in the attendance areas of Sanchez, Brooke, and Govalle schools participated in the research project. Some parents interviewed had children attending other schools in the district.

Description of Study: The study was an ethnographic investigation of parent-school interactions to determine how Spanish speaking parents get information from the schools and the problems they encounter. The researcher attended and tape-recorded 16 parent-school meetings, accompanied parents in school contacts, and conducted in-depth interviews with parents and children concerning school experiences. Observations and analysis of discourse from transcribed tapes of meetings and interviews provide the core data of the investigation.

Description of Results: In attempting to match recent immigrant families with second generation Chicano families several differentiating characteristics emerged. While few low income Chicanos are graduates of high school, recent immigrant families from rural areas of Mexico are likely to be illiterate in Spanish and have completed even fewer school grades than Chicanos. Recent immigrant families tend to be younger and to have larger families than Chicanos. While both recent immigrant and Chicano families can be found in similar unskilled work positions with low wages and irregular employment, recent immigrant families frequently take in boarders or double up with other families creating large households with several workers contributing to household income. Children as young as age fourteen frequently worked full time to contribute to the household income. Adolescents coming to the U.S. with little previous schooling found work opportunities a more positive alternative than school. These variables contributed to differing perceptions of school, differences in access to information and resources through the schools, and differing home experiences for Chicano and recent immigrant youngsters.

Of the groups of families, recent immigrants expressed the strongest feelings of isolation, lack of control over their lives, and embarrassment in school encounters because of lack of English fluency and literacy skills, but expressed the strongest support for teachers and school staff. Chicanos served as liaisons in some interactions but were not always available or sympathetic. Dependence upon translators and inability to read or write placed recent immigrants in positions of little power in the school context. Respectful of teachers, cautious about calling attention to tenuous immigration status, and appreciative of opportunities in the U.S., recent immigrants questioned few school decisions or programs. All expressed concern when their children experienced school problems or did poorly in school work, but none of the parents contacted school personnel about their concerns.

Transitional families, Mexican immigrants in the U.S. for long periods of time, frequently had children who functioned in English but were low achievers. The transitional family seemed to mesh English and Spanish and U.S. and Mexican cultures comfortably at home in varying combinations, but experienced problems in

school when children or parents were simplistically identified bilingual. School staff had difficulty determining how competent a child might be in English and Spanish, program placement and retention or promotion became difficult decisions, and these children no longer qualified for bilingual programs. Transitional families integrated into routine school interactions but lacked the knowledge and confidence to effectively get information about their children's progress or to understand decisions affecting their children's school experiences.

Chicano families, second generation U.S. citizens and long term residents in the community, frequently have children attending the same schools parents attended. Chicano families interviewed continued to associate primarily with Chicanos or other persons who spoke Spanish even in work situations. Parents frequently spoke English and Spanish, but children sometimes spoke no Spanish. Chicano families' educational experiences had not prepared them for positive interactions with the schools. Of all families interviewed, Chicano parents expressed the most alienation from the schools. Most wanted to play an active role in the education of their children, but spoke with skepticism of school encounters. Many felt their own academic skills might be inadequate and those feelings inhibited active participation in school related activities that demanded speaking in front of a group, letter writing, working in the classroom or questioning methods of instruction. Others expressed expectations of discrimination because of experiences in their own school careers. School jargon, incomplete explanations based on assumed knowledge of curriculum and school organization and the hierarchy of staff responsibilities made official contacts with the schools almost as difficult for Chicano families as for recent immigrant and transitional families. Familiarity with the schools and contacts with bilingual school staff on a friendship basis proved most effective assets in dealing with the schools.

Implications of Results: Contrasting these families resulted in bold distinctions in recent immigrant, transitional, and Chicano family patterns. Policies and programs serving parents and children from the recent immigrant, transitional, and Chicano families usually do not differentiate by time in the U.S., language abilities, perceptions of schooling, previous experiences with the schools, or immigration status. Teachers and staff not trained in ethnic relations tend to perceive all families of Mexican origin alike. Chicano families' past experiences with the schools increased hostility and alienation, yet they continued to have little understanding of how the school organization worked or how to accomplish more positive experiences for their own children. Recent immigrants participate in school activities and have the potential for a high degree of parental participation given supportive relationships and opportunities to participate in Spanish.

Implications for AISD: Ability to speak English and time in the U.S. may result in increased skepticism and alienation if parents do not have the skills and knowledge to participate comfortably in school activities and to get the information needed to help their children. We need to determine to what extent educational opportunities are denied to children because of their parents' lack of efficacy in school interactions.

A SYMBOL -- SYSTEMS TREATMENT OF ADOLESCENT STRESS AND COPING

Abstract

David C. Duty, Ph.D.

Participating Schools: Johnston High School and O. Henry Junior High School

Description of Study: A Coping Response Inventory (CRI) was administered in grades seventh through twelfth. The CRI assays three major aspects (stressors, coping strategies, and the efficacy of coping strategies) of adolescent stress and coping in four major domains (school, family, work-finance, and personal-interpersonal).

Description of Results: The sample of this study consisted of 417 secondary school students that completed the CRI. The results were analyzed by a descriptive procedure referred to as a process variable analysis that was based upon General Systems Theory. Results generally indicated that students with personalities that were more "mentally healthy" tended to have lower levels of stress, distress, and coping. Conversely, the least "mentally healthy" students tended to have higher levels of stress, distress, and coping. Social, clinical, and research implications were discussed.

Implications of Results: The most salient finding was the extent to which adolescents turn to one another (as a very powerful coping strategy) to help them manage all manner of stress. This peer contact can be considered as one manifestation of "peer pressure." The study also looked into what types of students tended to use which coping strategies (with differential efficacy and frequency) in the various domains described above.

Implications for AISD: The students surveyed represented a wide cross section of the AISD population so results can be considered to be fairly representative. As the study indicated, peer pressure is the coping strategy of choice. Rather than decry the negative and powerful aspects of peer pressure, this study suggests that peer pressure can be purposefully and positively directed. The district's Peer Assistance Leadership Program is currently making use of this and other findings of this study.

IMPROVING CLASSROOM MANAGEMENT AND ORGANIZATION IN JUNIOR HIGH SCHOOLS: AN EXPERIMENTAL INVESTIGATION

Abstract

Edmund T. Emmer, Ph.D.

Participating Schools: Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Pearce, and Porter Junior High Schools

Description of Study: In this field experiment on classroom management in junior high and middle school grades, experimental group teachers in four content areas received a manual (Emmer, Evertson, Sanford, Clements, & Worsham: Organizing and Managing the Junior High Classroom, Austin: Research and Development Center for Teacher Education, 1982) and two workshops at the beginning of the school year. The manual and workshops were based on prior descriptive/correlational research on effective management practices. Extensive classroom observations of both the experimental teachers (n = 18) and the control group teachers (n = 20) provided a basis for assessing implementation of recommended management practices. Observations also assessed the effects of use of the recommended practices on student cooperation and task engagement.

Description of Results: Results of the study confirmed the importance of most of the areas of classroom management that had previously been identified by descriptive/correlational research in junior high schools. Based on observations in the first two months of school, significant treatment effects were obtained in most of the nine areas of management addressed in the training materials and workshops. Treatment group teachers use the recommended management practices significantly more and established classes with more appropriate, task oriented student behavior. Middle of the year results were inconclusive because of sample attrition, and results were mixed for a small separate subsample of experienced teachers (six experimental and four control group).

Implications of Results: Results of the study for the main sample of teachers provide evidence of the effectiveness of most of the recommended management practices, and the results suggest that research based teacher education on classroom management could help many teachers establish better learning environments in junior high and middle school classes.

Implications for AISD: Results from this study and the study we conducted earlier at the elementary level indicate that relatively inexperienced teachers (i.e., zero to two years prior experience) or teachers in a new setting can profit from reading our management manuals and/or exposure to the ideas via workshops at the beginning of the year. Teacher use of the suggested behaviors should result in higher levels of student engagement and less inappropriate behavior in these teachers' classrooms.

CLINICAL PRESERVICE TEACHER EDUCATION: FINAL REPORT OF A DESCRIPTIVE STUDY

Abstract

Gary A. Griffin, Susan Barnes, Robert Hughes, Jr., Sharon O'Neal
Maria E. Defino, Sara A. Edwards, and Hobart Hukill

Participating Schools: Becker, Brentwood, Cook, Dawson, Gullett, Joslin, Odom, Pillow, Read, Travis Heights, Webb, Williams, Wooldridge, and Wooten Elementary Schools in the A.I.S.D.; in addition to eight other elementary, two junior high, and one senior high schools in a western state.

Description of Study: The central purpose of this study was to describe as fully as possible the student teaching experience in two settings, in terms of the characteristics and behaviors of cooperating teachers, student teachers, and university supervisors of student teaching, as well as the interactions of these persons within the contexts of their work.

Description of Results: Few differences were observed in the personal and professional characteristics of student and cooperating teachers. Participants were observed to change modestly on only a few of the psychological constructs measured over time. The particular school settings appeared to have minimal impact upon the student teaching experience, and the character of schooling was more similar than different across sites. Structure of the experience provided by the universities was also similar, with the exception of clear differences in the role definition provided for university supervisors. The supervision process was found to be dominated by cooperating teachers, and focused upon situation-specific, temporally immediate classroom events. Little attention in supervision was given to a codified knowledge base for guiding student teachers' experiences, and few evaluative statements were made in supervision. Outcome indicators for the experience revealed that most participants were satisfied with the experience, and most student teachers were evaluated consistently highly across various rating forms. Observations of student teachers and cooperating teachers in their classrooms furnished some evidence of the incremental assumption of instructional responsibility by the student teachers, i.e., from small group instruction to whole group, full-day instruction. While rates of inappropriate pupil behaviors remained relatively constant over the semester, students were observed to comply less with teacher requests over time, and teachers were observed to react less often to the students' inappropriate behaviors.

Implications of Results: First, research into teaching effectiveness which has occurred over the past two decades seems to have had minimal impact upon the policies and/or practices of student teaching as conducted at the two study sites. Second, those involved in the student teaching experience could be characterized as trying to provide "satisfying" learning

opportunities for the student teachers; this concern appeared to exclude any focus upon clearly stated performance standards for professional practice. Third, student teachers in the study were typically exposed to situation-specific teaching strategies, rather than to generalizable alternatives from which to choose. Fourth, general awareness of policies, expectations, purposes, and desirable practices was not widespread among student teaching triads participating in the study. Few reported clear knowledge of the formal regulations intended to govern the experience. Fifth, there was minimal evidence that the student teaching programs were well-integrated into the university preservice programs of instruction, although this seemed more pronounced at one site than at the other. Sixth, few instances of demonstrated policy, practice, or personal linkages between the university and public school settings were observed. Seventh, student teaching can be characterized as occurring in relative isolation--that is, student teacher-cooperating teacher pairs seemed to have few chances to interact either with other such pairs or with other individuals in the same roles. Eighth, student teaching does not appear to serve much of a "gatekeeping" function, in that public and enforced standards of performance were largely absent (only one student teacher, out of nearly 100 study participants, was counseled out of the program). Finally, a great number of questions remain for further research into student teaching, some of which are raised in the discussion of findings in the report.

Implications for AISD: In that the AISD schools serve as clinical sites for a major teacher preparation institution, the study can provide baseline data against which to measure change and improvement. The findings of this study, descriptive in nature, can be examined in light of "desired" practices and modification and maintenance activities can be formulated and tested. The data can also be used as evidence to support efforts to increase the power and potential of the school district-university relationships. In summary, the findings from the study can be used in activities related to (1) provision of student teaching opportunities, (2) policies and practices in regard to selection/training of cooperating teachers, and (3) interinstitutional relationships.

AMPLIFYING THE EFFECTS OF TELEVISION'S PROSOCIAL FARE THROUGH CURRICULUM INTERVENTION

Abstract

Robert I. Abelman, Ph.D.

Participating Schools: Brooke Elementary and Read Elementary

Description of Study: Thhis study presented an experimental test of a three-week elementary school curriculum designed to amplify the cognitive, affective and behavioral level effects of prime-time commercial television's prosocial fare. The objective guiding the curriculum was to increase children's awareness of television's prosocial content, i.e., the distinction between types of programs available on commercial television, the types of behaviors contained within these programs, and the distinction between reality and TV fantasy.

Description of Results: Findings suggested various significant effects regarding content-specific and critical elements of the curriculum. Both fourth and sixth grade members of the experimental group were able to recall more information about types of TV programs than children in the non-experimental treatment. Fourth grade children also demonstrated a greater understanding of the "fantasy" behind TV programs and particular prime-time TV characters as a result of the intervention. In terms of affective level effects, sixth grade children demonstrated a significant change in their preference for "favorite TV characters;" preferring fewer action/adventure characters after the intervention, according to their pretest/postest responses. In addition, a significant behavioral level effect occurred, pertaining to sixth grade children's predictions of their favorite TV character's mode of conflict/problem resolution. These children predicted more prosocial solutions to problems upon the completion of the intervention.

Implications of Results: It appears that a strong rationale exists for the in-school intervention of children's use and interpretation of television information. With the quantity and quality of parental mediation being relatively small and, thus, ineffective against the persuasive and predominent force of television, educators may have to show initiative by implementing curricula to teach children TV literacy. This social intervention demonstrated that children can be taught useful knowledge about the medium in the regular school curriculum, which may have significant affective and behavioral impact.

Implications for AISD: Two schools (four teachers) in the AISD have been trained in and supplied with a comprehensive and empirically validated TV literacy curriculum. Should these schools or others in the district choose to implement the curriculum or modify it to better fit the more traditional curricula (i.e., language arts, social studies), they are fully equipped to do so.

THE RELATIONSHIP OF EMPATHY, ROLE TAKING, AND MORAL REASONING TO DIMENSIONS OF JUVENILE DELINQUENCY

Abstract

Ming Lee, Ph.D.

Participating Schools: Travis High School
Brownwood State Training School

Description of Study: The purpose of the present study was to explore the possible relationship between delays in the acquisition of social cognitive skills and the development of social deviation. The study examined the social cognitive abilities of empathy, role-taking, and moral reasoning in homogeneous subgroups of delinquent adolescent boys and nondelinquent high school boys. The mediational function of logical cognition in the development of these social cognitive skills was investigated as well.

Description of Results: The delinquents were found to be significantly lower than the nondelinquents in social role-taking, moral reasoning, and logic thinking. The delinquent subgroups, however, did not differ from each other in either empathy, role-taking, moral reasoning, or logical cognition. Although social role-taking, moral reasoning, and logical thinking were significantly and positively related to each other, the association of empathy with these skills failed to be present.

Implications of Results: The results of the present study suggest that the abilities of social role-taking, moral reasoning, and logical thinking play an important role in the normal socialization process. Delays in the acquisition of these skills have a significant relationship with antisocial behavior such as juvenile delinquency. The present investigation also demonstrates the utility of viewing the delinquent's behavioral problems from a cognitive developmental perspective.

Implications for AISD: The findings of the present study may be of use in educational practice to guide social intervention. The results suggest that the training of role-taking, moral reasoning, and logical thinking skills might have significant impact on promoting social adjustment and development of normal adolescents.

NORMING THE ROLE-PLAY ASSESSMENT FOR ADOLESCENTS

Leslie Moore and Kathleen J. Waddell, Ph.D.

Participating Schools: Dobie Junior High School

Description of Study: The "Social Interaction Role-Play Assessment" (SIRPA) was developed to assess social skills of adolescents. The responses made by the fifty eighth grade subjects from Dobie to the SIRPA were combined with responses from 120 adolescents from other area school districts to determine grade and sex norms for each of the twenty-one social situations on the SIRPA.

Description of Results: The responses of the norming sample on the SIRPA indicate that social competence is characterized by strengths and weaknesses rather than total presence or absence of social competence. The results of this study suggest that in situations calling for complex responses, the norms for adolescents fall below the optimal responses for the situations as determined by experts and by teen-agers. An analysis of responses falling below the grade and sex norm for an adolescent's norm group along the dimensions of hostility, defensiveness, avoidance, acquiescence, amd complexity, indicate that an adolescent displays characteristic interactive styles. Of special interest was the preliminary finding that social skills development appears to follow a curvilinear pattern rather than a linear pattern in relation to age. When combining the A. I. S. D. sample with samples from other grades in other districts (grades 7 - 12 inclusive), seventh graders appear more appropriate than eighth, ninth, and tenth graders with juniors and seniors appearing more similar to the seventh grade sample.

Implications of Results: Many existing programs developed to remedy social skills deficits in adolescents have been based either on the assumption that social incompetence implies an overall lack of social skills or the assumption that a rigid, linear developmental heirarchy is characteristic of social skills development. The majority of these programs have proceeded to train adolescents to optimal levels of social competence as determined by adults. The findings that 1) the norms for adolescents do not fall in the optimal response category on complex tasks and 2) that social skills appear to follow a curvilinear pattern in relation to age stress the importance of age norms for determining social competence in adolescents. The finding that social skills are characterized by strengths and weaknesses have implications for an increased role of assessment in the selection of social skills instruction.

Since the conclusions above are based on the normative sample of the SIRPA, a role-play assessment, cautions about role-play assessment in general must be considered. Existing studies report support for reliability in terms of inter-rater and scale reliability in terms of discriminant validity and content validity; however, further analysis is

suggested. Preliminary studies of the reliability and validity of the SIRPA with a separate sample have been consistent with reported data on other role-play tests. Both test/re-test reliability and criterion-related validity studies are suggested on the SIRPA.

Implications for AISD: Social skills development is an area of interest for educators because of the relationship demonstrated between social skills deficits and deviant populations such as hyperactive children or juvenile delinquents. An assessment method for social skills in adolescents which provides normative data by grade and sex would facilitate not only the understanding of social skills, but also program development and evaluation both at the individual and program level.

The Effect of High and Low Expectancies on Children's Motor Performance

Abstract

Lynn Dale Housner Ph.D.

Participating Schools: Langford Elementary & Houston Elementary

Description of Study: Two hundred elementary school children (9 and 10 years of age) performed standardized sit up and standing broad jump tests under conditions of either high or low achievement expectancy. Performance scores on the test were converted to T scores and submitted to a 2 X 2 X 2 (Sex X Test X Expectancy) ANOVA for repeated measures.

Description of Results: Analysis of the data indicated that performance on the sit up test was not affected by either high or low expectancies for both boys and girls. In contrast, providing children with high expectations significantly improved performance on the standing broad jump test. This improvement was the same for both boys and girls.

Implications of Results: The results indicate that expectancies can influence children's motor performance; particularly for the standing broad jump test. This finding suggests that it would be beneficial for teachers to provide children with high expectancies when administering motor performance tests.

Implications for AISD: As mentioned above, the most straight forward implication is to suggest to teachers that they utilize high expectancies in order to facilitate children's motor performance. However, many questions still remain regarding the role of expectancies in motor performance. For instance, What types of expectancies are most effective (verbal, floor markings, etc.)?, Are expectancies effective at all ages?, and What types of motor skills can be influenced by providing expectancies?. Until these questions are answered, the implications for instruction must be considered tenative.

Questions Used By Teachers of Hearing Impaired Students During Informal Conversation

Interim Report

Laurie Nipper, M.A.

Participating Schools: Rosedale, Reilly Elementary

Description of Study: The purpose of this study was to describe teacher questions to deaf students at two age-grade levels using simultaneous communication during an informal conversation period. Questions were analyzed according to syntactic, semantic and pragmatic aspects of adult talk to hearing children which are known to change with increasing age of the child. The sign-speech match of the questions was also examined.

Description of Results: Preliminary results indicate no significant differences in the number of cognitively complex questions (When, Why, How) used by teachers of older deaf children vs. teachers of younger deaf children. Type-token ratios were also very similar between the two groups. Teachers of older deaf children did include significantly more syntactic embedding and conjoining in their questions. When question function was examined, it was found that teachers of older deaf children used more requests for information than teachers of younger deaf children who tended to use more requests for confirmation/ affirmation. Both groups marked question structures (wh-, do-inversion, do-auxiliary) in the signed questions with approximately the same frequency. Both groups also conveyed semantically similar information in speech and sign. However, teachers of older deaf children matched significantly more complex structures in signs and speech than teachers of younger deaf children.

Implications of Results: In order to explain why teachers of deaf children at both age levels differed significantly only in the amount of complexity in their questions, several hypotheses may be offered. First, the news session may not be a sensitive enough period of the day to reflect differences. Second, teachers may be obtaining causal (Why, How) and temporal (When) -type information from their students by using discourse means other than questions, e.g. "Tell me about why Daddy did that." Third, teachers of older deaf children may not be sensitive to their students' increased cognitive/linguistic abilities, adopting, rather a simplified 'style' of communicating which places minimal response demands on the student. If this is the case, it would appear that teachers of deaf children may need to examine the language environment/model they provide their students in order to determine the range of question forms, functions and language structures to which their students are exposed.

Implications for AISD: Results of this study are tentative because final analyses of all data have not been conducted and because results are based on only 10 teachers. However, it does appear that teachers of deaf children at all age levels might provide a more enriched cognitive/ linguistic environment for their students by including a diversity of question forms and language functions. They may also need to determine how to systematically increase the linguistic demands for students of increasing ages and abilities.

WAYS TO IMPROVE EDUCATION IN DESEGREGATED SCHOOLS

Abstract

A. L. King, Ph.D.

Participating Schools: None (selected AISD administrators; desegregation court orders, consent decree, and reports to the court.)

Description of Study: This study focused on (1) examination of court orders and desegregation plans for 15 school districts in the Southwest Educational Development Laboratory six-state region to determine the extent to which they included or omitted instructions for educational components and (2) comparison of these instructions/components with the Ways to Improve Education in Desegregated Schools Process Model and Guidelines for Inservice Education, Multicultural Education, and Desegregation. Educational components in the study included the following: (1) Quality of Education, (2) Multicultural Education, (3) Curriculum, (4) Magnet School, (5) Extracurricular, (6) Counseling, (7) Discipline, (8) Local Needs/Conditions, (9) Parent Involvement/Community Relations, and (10) Inservice Education. The Project's 15 site districts included eight Black and White, one Hispanic-Anglo, four Black-Hispanic-Anglo, and two Black-Native American-Anglo districts.

Description of Results: Most of the desegregation court orders did not specify educational components in sufficient detail for use by desegregating schools. Conversely, most school district desegregation plans did not contain sufficient detail for the courts to decide whether educational components were planned or implemented in the desegregation process.

Implications of Results: School districts should take more initiative in designing and implementing educational components in desegregated/desegregating schools. Plaintiffs, on the other hand, should be more specific in asking the courts for remedies.

Implications for AISD: AISD's desegregation plans were the most detailed of those studied. There are indications that AISD may be or may become a leading district with respect to: (1) going beyond questions of "should schools be desegregated?" or "does desegregation work?" to questions of "what conditions are necessary to bring about integration for a mixture of Anglo, Black, and Hispanic students?" and "how can these conditions be brought about?" (2) identifying educational practices and components which are successful in desegregated/desegregating schools and exploring their implications for general educational processes and outcomes. These include, inter alia, paying attention to the importance of student self-esteem, promoting positive teacher attitudes and behavior toward students, and having a school climate that accepts individual and group differences; and (3) extending inservice education to all district staff in order to implement these successful components and practices.

THE RELATIONSHIP BETWEEN SELECTED PROGRAM AND CHILD VARIABLES AND CHILD PROGRESS IN EARLY CHILDHOOD SPECIAL EDUCATION

Abstract

Linda F. Pearl, Ph.D.

Participating Schools: Early Childhood Special Education Program

Description of Study: The purpose of this study was to describe patterns found in specific student and program characteristics as related to high or low child progress. This descriptive study incorporated data from teacher questionnaires and interviews as well as student test results.

Description of Results: The results indicated that certain variables examed affected the amount of progress which students made in early childhood special education programs (ECSE). Variables which seemed to affect child progress were: (1) the presence of written lesson plans covering all developmental areas, (2) the amount of parent participation in the program, and (3) the socioeconomic status (SES) of the student's family. Variables which did not seem to affect child progress included: (1) the IQ and age of the student, (2) the background of the teacher, and (3) certain teacher characteristics.

Implications of Results: The findings of this study have implications for persons who evaluate programs for ECSE. Such persons have been concerned with methods of collecting and analyzing data which yield relevant feedback to the program. Patterns found in this study seem to indicate that attention to parent involvement and teacher planning might yield increased child progress. The relationship between higher SES and more progress serves to emphasize the problems involved in the comparison of different ECSE programs.

Implications for AISD: The results presented above are limited by the descriptive nature of the study. However, with this caution in mind, it appears that parent participation and teacher planning are important components of successful ECSE programs.

A STUDY OF SPECIAL EDUCATION SERVICE DELIVERY ADMINISTRATIVE TASK RESPONSIBILITY PERCEPTIONS OF AISD ADMINISTRATORS

Abstract

Deborah Nance

Participating Schools: Administrators of all elementary, junior high, and high schools, as well as central office administrators in the Division of Instruction have been requested to participate in the study.

Description of Study: The purpose of the study was to compare the perceptions of local campus versus central office administrators, and special education versus regular education administrators regarding decision-making responsibility for various special education-related program components. A questionnaire was distributed to the AISD administrators of the Division of Instruction, coded by location (i.e. local or central office), program (i.e. regular or special education), and level (i.e. elementary, secondary, all-level).

Description of Results: Of 261 questionnaires disseminated during the week of May 17, 1982, 74 responses were returned. The samples of each category (local campus/central office, regular/special education, elementary/secondary/all-level) were thus not large enough to measure conclusive data. Conclusions which may be drawn from this limited data are as follows:
1) The range of answers given for any specific item by the total population of respondents was 7-12.
2) Of the 17 items, only 5 had any one answer with a frequency of 50% or above. (The highest shown was 73% on item 11 which addressed responsibility for federal and state applications. The lowest was 18.9% on item 12 which addressed district policies for discipline.)
3) If compared to actual job description, the proportion of "correct" answers given by the total population (based on the answers with the highest relative frequency) were 9 out of a total of 17 possible answers.
4) There were differences in the perceptions of special education versus regular education, local versus central office, and elementary versus secondary versus all-level administrators. The differences were greatest between special and regular educators and least between local and central administrators.

Implications of Results: Although the data was limited, the diverse range of answers on every item and the variety of perceptions between sub-strata of the total population clearly indicate that there is not

a clear understanding of who specifically is responsible for most of the described administrative tasks regarding special education. There is not, however, a discrepancy between the measured perceptions of who is responsible and who should be responsible for each function except on item 12 (dealing with discipline policies).

Implications for AISD: Clearly, for administrators to access special education support services adaquately they need to be appraised of who is responsible for supplying each service. This study would indicate that administrators need more specific, task-related information regarding the locus of responsibility for special education services.

THE USE OF MANIPULATIVE MODELS IN THE ADDITION AND SUBTRACTION OF FRACTIONS

Abstract

Nancy Katherine Mack, M.A.

Participating Schools: Porter Jr. High

Description of Study: The purpose of this study was to investigate the use of manipulative models and their effects upon the performance of seventh grade students in the addition and subtraction of fractions. This study was to investigate students' computation, comprehension, and overall performance in the addtion and subtraction of fractions. Specifically, this study looked for differences in computation, comprehension, and overall performance between students who utilized manipulative models during instruction and students who observed the use of manipulative models.

Description of Results: Subjects who received the demonstration method of instruction performed significantly better overall, in computation, and in comprehension of the addition and subtraction of fractions.

Implications of Results: Concrete experiences are necessary for success in adding and subtracting fractions. These experiences should appear in the form of observation of real materials. Attention needs to be given to visual learning more than hands-on experiences or recitation of rules for seventh grade students to be successful in adding and subtracting fractions.

Implications for AISD: The results of this study indicate that attention needs to be given to developing concepts of adding and subtracting fractions for students to be successful with these operations. These concepts are developed in seventh grade students through the observation of manipulative models which should be incorporated into all seventh grade mathematics classes.

THE IMPACT OF BASAL READER CHARACTERISTICS ON THE DEVELOPMENT OF READING SKILL - A LONGITUDINAL STUDY

Abstract

Connie Juel, Ph.D. and Philip Gough, Ph.D.

Participating Schools: Houston Elementary

Description of Study: The purpose of this study is to assess the effects of basal text materials on literacy development in the early elementary grades. In order to do this we are closely monitoring growth in four areas of literacy: word recognition, spelling, writing, and reading comprehension. We are examining the degree to which cognitive abilities (e.g. phonemic awareness, letter-name knowledge) predict success in each of these four skill areas, the interrelatedness of these skills (i.e., whether they depend on similar cognitive abilities), and the degree to which skill development is affected by instructional materials (e.g. how word recognition skill development is affected by the types of words seen in the basals).

Description of Current Status of Study: At the close of the 1982-83 school year data gathering for the first year of the study has been completed. Word by word analysis of the American Book Co. and Scott Foresman basal reading series used in first grade is in process. Analysis of writing, spelling, word recognition and reading comprehension performance and the interaction of performance levels with basal text factors is to follow.

Description of Results: Results are not available at this time.

Contingencies of Evaluative Feedback in Physical Education

Lynn Dale Housner Ph.D.

Participating Schools: Porter, Lamar, Burnet, Pearce, Bedicheck

Description of Study: The purpose of the study was to compare the amount of positive and negative evaluative feedback provided to boys and girls by male and female physical education teachers. Five male and five female junior high school physical education teachers were videotaped on 3 occasions as they taught a regularly scheduled physical education unit. The videotapes were analyzed by trained observers using an observation instrument by which each instance of evaluative feedback provided by a teacher is coded relative to the sex of the student receiving the feedback.

Description of Results: All of the videotapes have been analyzed and the data are at this moment being entered into the computer. Until the computer analysis is conducted, no conclusions can be made about the results.

Implications of Results: If boys and girls are treated differently relative to the amount of the evaluative feedback they receive, the results would suggest that attempts be made to alter this. This might be done through inservice programs, or the use of videotape to provide feedback to teachers regarding their behavior.

Implications for AISD: As mentioned above, if boys and girls are receiving differential treatment, it would suggest that AISD consider implementing methods, such as inservice workshops, that might be effective in helping teachers change their behavior toward students. If no differential treatment of students exists then the results would have few implications for AISD.

The Development of Metalinguistic Abilities in Children

Abstract

Kerry J. Washburn, David T. Hakes, Ph.D., Stanley A. Kuczaj II, Ph.D., Leslie B. Cohen, Ph.D., and John C. Loehlin, Ph.D.

Participating Schools: Bryker Woods, Casis, Cunningham, Doss, Govalle, Gullett, Highland Park, Hill, Pillow, and Summitt Elementary Schools.

Description of Study: This study investigated the development of several metalinguistic abilities (i.e., abilities that involve thinking about language, such as abilities to make grammaticality judgments, detect rhyme, and appreciate figures of speech). It was designed to examine the interrelationships among these abilities as they develop, as well as their relationships to cognitive development, language comprehension, reading readiness and achievement, and home environment variables. This was a longitudinal study that began when the children were 3 years old and continued through the 1982-83 academic year. During this year, the oldest children in the study were in first grade.

Description of Results: At this time we are just beginning to analyze the data. The major results--those concerning interrelationships among the variables--are not yet available. We do, however, have some evidence concerning developmental changes in individual children's performance on the various tasks, changes that have previously been reported only in group data. For several tasks our data add some new information about the age-related change. For example, it has been reported that children between the ages of 4 and 6 tend to misunderstand the word "big," treating it as more or less synonomous with "tall." Younger children do not do this. Thus, the reported developmental pattern is one where understanding of "big" gets worse with increasing age, and only later improves. Almost all of the children in our study showed this pattern. Furthermore, the period of misinterpreting "big" was quite long, lasting up to 2½ years.

Another finding concerns the development of comprehension of passive sentences like The boy was pushed by the girl. Group data have suggested a developmental sequence of chance-level performance on passives at age 3, followed by a period of systematically misunderstanding these sentences, followed by gradual improvement. Many of the children in our project did not show this sequence. For those children who did show the pattern, the period of misunderstanding passives was rather short, lasting only a few months.

We have also observed developmental change in the apparent basis for children's responses in several metalinguistic tasks. In one task we asked children to judge whether each of a series of sentences was acceptable ("grammatical"). When the children were 4 and 5 years old, many of them demonstrated a "sensibility" criterion for judging sentences. They would call an item "OK" if its meaning made sense. For

example, they would judge sentences like The sleepy rock was in the middle of the road as "wrong"; however, they accepted syntactically unacceptable items like The lady closed window, calling these kinds of items "OK." As they got older, many of them began to correctly reject the latter kinds of items as "wrong," demonstrating the use of additional, syntactic bases for judging acceptability.

An analogous change in response criterion occurred for a task tapping children's knowledge of what a word is. We presented syllables, words, phrases, and sentences to the children and asked whether each item was a word. At about the same time that they used the "sensibility" criterion in the acceptability judgment task, most of the children tended to call any item that was meaningful or had a referent a "word." They correctly stated that items like dog and television were words, but they also said that phrases like run and jump and full sentences were words. Items they said were not words included syllables like im and "function" words such as the and at. When asked why these items weren't words, children would often give reasons like "There's no such thing as 'at'" or "It doesn't mean anything." Many of them demonstrated more complex criteria later on, giving more correct responses for phrases, sentences, and function words.

Implications of Results: For some tasks, such as comprehension of "big," developmental changes suggested by group data have been replicated in our study. For others (e.g., comprehension of passives) our data suggest that there may be more substantial individual differences in development than previous group data had implied.

The developmental changes in performance on the metalinguistic tasks described here suggest that young children can think about and use semantic properties of utterances (meanings of words and sentences) in making metalinguistic judgments; later, they begin to consider syntactic and morphological/phonological aspects as well.

We anticipate that results of our analyses, when they are all completed, will have additional implications. Previous studies have found relationships between metalinguistic abilities and reading achievement when they are assessed concurrently. One of the major goals of our project is to find the kinds of early language behaviors that predict later metalinguistic and reading performance. We also want to identify the early cognitive and home environment variables that contribute to both early and later language and reading performances.

Implications for AISD: Identification of early linguistic, cognitive, and/or home environment variables that predict later reading and reading-related performances should suggest the kinds of diagnostic procedures that would identify children likely to have trouble learning to read. Also, our results may suggest procedures for remedial work with children found to be having difficulty reading or learning to read.

Life Themes in Middle Childhood:

A Study of High and Low Profile 4th Grade Children

Abstract

Beverly Hardcastle

Participating Schools: Webb Elementary School and four other Texas schools outside of the AISD area.

Description of Study: Three settings were considered, the city, town, and country, with 20 children being selected from each. Sixteen fourth grade classroom teachers selected the participants on the basis of how well or how poorly they felt they knew the children. Those whom the teachers knew well were regarded as "high profile," and those whom they knew little about were regarded as "low profile."

A pilot study of 20 town children was made in 1981-82. With the aid of a Sponsored Project Grant from Southwest Texas State University, the study was expanded to include the 20 city and 20 country schools. Two student research workers also joined the project. This expanded study was conducted during 1982-83. A continuation of the study is currently being considered.

The children were told the purpose of the study - which was to see "what it was like to be a fourth grader today" - and their own help and suggestions were elicited. They were then interviewed individually for 15 to 25 minutes two to three times over a two to five week period, and they participated in one small group creative writing activity. During the interviews children answered several sets of interview questions, completed sentences, made life lines, gave advice to "E.T.." and completed Kilpatrick and Cantril's self-anchoring scale (1960). Between interview meetings they drew a self and family portrait. Wish poems were written during the creative writing sessions.

Description of Results: In the initial analysis of the data for this exploratory study a variety of patterns emerged. 1) Teachers tended to select youngest and only children as their high profile children and middle and oldest as their low. 2) A total of 20 careers were mentioned when the children answered the question: "What do you want to be when you grow up?" Where they did cluster seemed to be influenced by sex, with the girls selecting traditionally "feminine" careers such as teachers, nurses, secretaries, store clerks, and the boys selecting traditionally "masculine" careers such as firefighter, policeman, sports player. 3) Children tended to pick favorite tv and film stars of their own sex. 4) In the sentence completion "At home I like...." the activities mentioned by the boys were distinctly different from those mentioned by the girls. 5) When asked to name the three most important people in their lives, the children tended to mention their mothers first, fathers second, and siblings or grandparents third. 6) In

their "Best Possible World" descriptions, the most frequently mentioned features were a) good grades, b) material things, c) family, and d) friends. For the "Worst Possible Worlds" the four most mentioned were a) no parents, b) bad grades, c) no friends, and d) poverty. 7) The most solid patterns emerged in the individual children's profiles. Leif motifs, if not life themes, were evident in these. For instance, one child's long hair was quite important to her in terms of her regard for herself, her relationships with friends, and her ideal and worst possible worlds.

Implications of Results: The first six results mentioned above suggest areas for further study. This has been a small scale, stone turning study of 60 children. How true would these patterns be for a larger group? Are 4th graders in general this sexually stereotyping in their choices of after school activities, film and tv star favorings, and career choices? Is this a phase unique to 4th grade and something that will change in 5th or 6th, or is it an enduring one? Are we promoting the stereotypes in school?

Do teachers really tend to know youngest and only children best? Are they slighting middle and oldest children? Are oldest and middle children less likely to turn to teachers when they share themselves?

Grades were clearly a concern for these 10 year old children. Do the children value themselves as workers and regard the grade as evidence that they have done a good job? Is the grade a status symbol? A carrot? Do children gain a sense of pride for the work itself? (Now I can divide by two-digit numbers.) Or do they "go for the grade"? (I got an A in Social Studies but I can't remember what we studied.) An examination of our grading systems and children's interpretations of them could give us new insights.

The seventh result noted above was the most helpful. Each child was complex and unique and made sense of their lives in terms of the full contexts of their lives. The individual profiles, which are being assembled now, offer us the clearest view of what it is like to be a fourth grader today.

At this point in the analysis, other than the first result noted above, no contrasts of significance were evident between the high and low profile children's responses.

Implications for AISD: With a total of eight children in the two Austin classrooms in AISD, there is very little of substance that we can say that is specifically geared to AISD. The general implications noted above are more relevant.

The teachers may want to investigate the meaning of grades with their students in order to assess the effects of their grading policies. They may also benefit the children by evaluating their curricula in terms of sex role stereotyping, especially in the career models made available to children. When teachers are baffled by individual children, wanting to motivate children or seeking ways to make learning activities most meaningful, they may gain a better understanding of the children by taking an inside-out view of their worlds and by eliciting the children's help in the endeavor.

MANAGING ACADEMIC TASKS IN JUNIOR HIGH SCHOOLS

Interim Report

Walter Doyle, Julie P. Sanford, and Edmund T. Emmer

Participating Schools: Burnet, Dobie, Martin, and Pearce Junior High Schools

Description of Study: This study is focused on how the content of the curriculum is managed in junior high school classes. Teachers in three subject areas (science, mathematics, and English) were observed daily during the six-week grading period from January 17 to February 25, 1983. The teachers were selected for their effectiveness as determined by such indicators as subject coordinators' nominations, class mean achievement gains during the preceding two-year period, and preliminary classroom observations. In addition to writing classroom narrative records, observers collected copies of instructional materials used in the classes and examined completed and graded student assignments and tests. The teachers and selected students from each class were interviewed concerning their perceptions of academic work accomplished during the six-week period.

Description of Results: The large amount of data collected for this study is currently being analyzed. The academic tasks accomplished in the classes during the observation period have been identified, and each task is being described in terms of such dimensions as allocated time, the nature of the assignment, prompts and resources made available to students, the type of accountability used, and the classroom processes associated with task accomplishment. Further analyses will focus on the general character of academic work in the classes; how teachers managed different types of academic tasks, especially those involving higher cognitive processes; and how particular students participated in academic work.

Implications of Results: Previous studies of teaching effectiveness suggest that the management of academic work has an impact on classroom processes, student behavior, student understanding of tasks, and achievement. This study is designed to generate information about structuring and directing student work, translating academic content and objectives into classroom tasks, and assessing task outcomes.

Implications for AISD: The study extends previous classroom management research conducted by the Research and Development Center for Teacher Education, results of which have been widely used by AISD. Results of this study will be useful for helping increase secondary teachers' understanding of curriculum tasks, especially higher cognitive tasks, and how they can be structured, managed, and assessed in classrooms.

A REPORT ON CURRICULUM IMPLEMENTATION IN AUSTIN INDEPENDENT SCHOOL DISTRICT ELEMENTARY SCHOOLS

Abstract

League of Women Voters

Participating Schools: Allen, Hill, Metz, Oak Springs, Summitt, Winn, Barrington, Blackshear, Brooke, Campbell, Cunningham, Gullett, Walnut Creek, Zavala, Doss, Langford, Maplewood, Pease, Pleasant Hill, Ridgetop, and St. Elmo elementary schools.

Description of Study: The League of Women Voters interviewed 5 primary instructional coordinators, 3 intermediate instructional coordinators, 21 elementary principals, 25 second grade teachers, and 29 fifth-grade teachers, to test the thesis that there are a variety of methods of implementing curriculum in the Austin Independent School District (AISD) elementary schools, especially in the areas of math, social studies, and science.

Description of Results:

- Teachers at the same grade levels cover the same topics.
- Formal long-range curriculum planning occurs in the schools, by grade level.
- Curriculum guides are easily available to teachers.
- Teachers who have textbooks for a subject rely heavily on the text to know what to teach.
- Teachers have enough flexibility in making choices of curriculum.
- Teachers rely most on personal observation for daily planning.
- Half the principals and over one third of coordinators and fifth grade science and social studies teachers said teachers don't have enough time to cover required materials.
- Second grade teachers would oppose a longer school day, but fifth grade teachers were somewhat positive.
- Principals and coordinators determine if teachers are using District curriculum by observation and lesson plans.

Implications of Results:

- Texts and curriculum guides have the greatest influence on what topics are taught, so matches between guides and texts are important.
- Time to cover required material is more of a factor at the intermediate level than at the primary level, and intermediate teachers are more receptive to longer school days.
- Teachers adapt daily lessons due to observation of learning, and feel they have enough flexibility in choosing curriculum.

EVALUATION OF A CURRICULUM DEVELOPMENT PROJECT TO TEACH LISTENING TO 30? JUNIOR HIGH TEACHERS LOCATED AT DOBIE, PEARCE, AND FULMORE JUNIOR HIGH SCHOOLS.

Interim Report

P. Terry Newton, Ph.D.

Participating Schools: Dobie, Pearce, Fulmore Junior Highs and Bedicheck and Burnet Junior Highs as controls.

Description of Study: The purpose of this study was to train teachers at Dobie, Pearce, and Fulmore Junior Highs in the curriculum and strategies of the St. Edward's University Listening Program. In addition to learning how listening is taught at St. Edward's, the teachers were asked to adapt the proceedures to their students and develop new exercises to be used in listening training.

Selected members of the three Junior highs were given 21 hours of listening instruction by St. Edward's faculty, and the teachers in turn devoted one hour a week of their classroom time to the improvement of their classes' listening efficiency. Students at both the experimental and control Junior Highs were given the same pre- and post-video listening tests.

Description of results: Results have not yet been finalized but clearly many teachers expressed positive feelings about the use of listening training in their classrooms.

Implications for AISD: Dependent on results of tests.

"THE EFFECT OF A TEACHER ACTIVE INSERVICE PROGRAM ON TEACHERS' UNDERSTANDING OF RELEVANT ENERGY CONCEPTS, STAGES OF CONCERN ABOUT IMPLEMENTING A CURRICULUM, AND STUDENT ACHIEVEMENT"

Abstract

Edward J. Zielinski Earl J. Montague, Ph.D.

Participating Schools: The following secondary schools participated in this study: David Crockett, William B. Travis, W.R. Robbins, Sidney Lanier, John H. Reagan, and L.C. Anderson.

Description of Study: The purpose of this research is to study teacher active and teacher passive inservice programs. Evaluation of this study is being conducted by comparing profiles of the participating teachers' stage of concern about implementing novel curriculum and their knowledge of relevant energy concepts. Test instruments were administered before and after the inservices. Results will be compared between the two experimental groups. This study also evaluates the degree of implementation of the inservice models in terms of student achievement of relevant energy conservation concepts and student answers on a questionnaire.

Description of Results: The data analysis is in progress.

Implications of Results: This study will assist administrators in planning effective inservice programs. It will assist teachers in the preparation of energy activities. Students will receive lessons of current personal, local, and national significance.

Implications for AISD: The participating teachers received curriculum and training for inclusion in ninth grade Physical Science. These teachers are now better prepared to teach relevant energy concepts within the current curriculum framework.

CLASS-INCLUSION: LOGICAL AND MATHEMATICAL PREREQUISITES

Abstract

Robert L. Campbell

Participating Schools: Winn and Andrews Elementary

Description of Study: Piaget's class-inclusion (CI) task assesses children's understanding that a superordinate class (e.g., animals) always has more members than any of its subclasses (e.g., pigs and dogs). The aim of this study was to contrast two models of how children come to succeed on CI. The logical inference model (Inhelder & Piaget, 1964) holds that children acquire the logical principle that the class of animals is made up of pigs and dogs, etc., so it must be larger than either subclass. On the logical inference model, the child does not need to know how many animals there are, and in general there are no important mathematical prerequisites for CI. The exact compensation model (Inhelder et al., 1974) holds that if children are to understand CI, they need to understand that adding n dogs must be compensated by subtracting n pigs, in order to keep the same number of animals. The exact compensation model posits extensive mathematical prerequisites for CI.

Children from kindergarten through third grade were given one session, consisting of 2 classification tasks, and another session of addition/subtraction tasks. Piaget's class-inclusion task was presented in a less ambiguous version introduced by Shipley. The experimenter showed the child a picture, e.g., 13 carrots and 7 tomatoes, and asked, "Who would have more, someone who had all of the vegetables, or someone who had only the carrots?" The class-compensation task (Inhelder et al., 1974) involved presenting a picture like those used in the CI task. The experimenter also gave the child a set of cards with pictures of carrots and tomatoes, ans asked the child to "make a new set with the cards that has more tomatoes, and the same number of vegetables altogether."

Cooper's assessment of addition/subtraction principles (see the 1981 findings volume) tested children's knowledge of quantitative addition/subtraction: given a row of n+2 objects and a row of n, 2 would have to be added to the row of n to make both rows equal. The additive composition task (Piaget, 1952) assessed the knowledge that adding n to one set could be compensated by subtracting n from another set, leaving the total the same. The child was shown two sets of objects, each with two equal rows (e.g., 4 and 4). Then in one set 3 objects were moved from one row to the other. The child was asked whether the two sets still had the same number.

Description of Results: Children's performance on the addition/subtraction and classification tasks is shown in Table 1. Of primary interest are the order relationships between the tasks. The exact compensation model predicts that passing class-compensation will be equivalent to passing CI and giving an adequate explanation. The logical inference model predicts that explaining CI will be a prerequisite for class-compensation success. The data support the logical inference model. Both models assert that

success on additive composition is a prerequisite for class-compensation success, a claim that is supported by the data. However, the exact compensation model also predicts that additive composition will be a prerequisite for explaining CI, and this is clearly not the case. The logical inference model, by contrast, correctly predicts no ordering relationship here.

Implications of Results: The results of this study support the logical inference model of CI against the exact compensation model. Children's reasoning about hierarchal classification does not depend on their knowledge of addition and subtraction. It is not clear on these data whether even quantitative addition/subtraction is necessary for CI success, although a strong test of this relationship would require younger children in the sample. When combined with previous evidence that children do not solve CI problems by counting, these results suggest that classification and number development are independent domains, at least through the early school years.

Implications for AISD: Although more work is needed on the early development of classification skills and their relation to number skills, it appears that young children's abilities in these areas are largely independent. One possible consequence is that in the early school years, children may benefit from instruction about sets and set operations, but they are unlikely to recognize its mathematical relevance until later.

Table 1.
Proportion of children correct (by grade)
on the classification and addition/subtraction tasks.

Grade	Class-comp.	CI (expl.)	CI (pass)	Additive comp.	Add/sub. (Quant.)
3rd (n=11)	.64	.82	.82	.73	1.00
2nd (n=23)	.17	.65	.70	.78	.86
1st (n=27)	.07	.44	.67	.30	.70
Kind. (n=20)	.10	.30	.55	.50	.45

Children's Use of Conjunctions When Writing for Different Audiences and Purposes

Interim Report

Patricia O'Neal Willis

Participating Schools: Cunningham Elementary

Description of Study: The purpose of this study is to examine children's use of conjunctions in their writing. I am interested in ascertaining the degree to which the intended function and audience of a text influence how 5th graders use conjunctions when they are writing. The role of these factors will be examined by looking at the frequency, type, and pattern of conjunctive relationships established in the writing.

Status of Study: Data for this study has been collected and is currently being prepared for scoring and analysis. It is anticipated that data analysis should be completed by September 1, 1983. Target date for completion of the project is February 1, 1984.

Impact of the Data Collection Procedure: To collect data for this study, 25 fifth graders completed three writing assignments weekly for a period of six weeks. The product of these combined assignments was 450 written texts including descriptions, stories, and expressions of feelings. Students wrote to trusted adults, peers, and kindergarten students. According to the classroom teacher, the impact of this unit of writing on student behavior was unexpectedly beneficial.

Over the course of the six weeks, the teacher kept anecdotal records of student comments and behaviors. She noted general improvement in four categories: academic performance, deportment, stress level, and attitude toward writing. To support her position, she cited examples like those that follow:

Academic Performance. One child who had been a poor student in all academic areas showed marked improvement in her attitude toward academic tasks and in the quality of her work after she began to succeed as a writer. This change was noted by all her teachers. A similar behavior change was noted in several students who had been considered "slow learners" in the past.

Deportment. One child who had several nervous habits (e.g. chewing pens, pencils, difficulty sitting still, difficulty working independently) appeared calmer and more self-confident after the writing unit began.

Another student who had been removed from enrichment classes because of inappropriate behavior reverted to his earlier, more appropriate conduct after he began writing.

Stress Level. Many children reported feeling relaxed when they wrote. One boy stated that through writing, he could express his emotions without fear of being called "sissy" by his friends.

Attitude Toward Writing. As the students got into the unit they began to look forward to writing time. Many found it difficult to stop writing at the end of the period. Several parents reported that the students talked with excitement about the writing project. One child stated that this must be the "learniest time of my life."

Implications for AISD: The classroom teacher reported that the quality of writing produced by her students during this project exceeded any she has gotten from students in the past. She intends to continue using the instructional methods designed for this unit with future students. Other teachers in her building have requested training in the technique.

Given the success of this unit with one teacher and her students, it seems possible that other teachers and students in the district may profit from training in the same instructional technique.

Impact of Big Brothers/Big Sisters on School Attendance and Grades

Abstract

Allen Rubin, Ph.D., C.S.W.

Participating Schools: Blanton Elementary
Brooke Elementary
Mathews Elementary
Webb Elementary
Williams Elementary
Woodridge Elementary
McCallum

Description of Study: The purpose of the present study was to assess whether a relationship with a Big Brother or Big Sister improved the elementary school attendance and performance of children from single parent homes referred because of school problems to the Big Brothers/ Big Sisters Program of Austin.

Description of Results: Although the data are still being analyzed (they were not collected until April), preliminary findings offer no evidence that a relationship with a Big Brother or Big Sister affects school performance or attendance. That is, there is essentially no difference in grades or attendance before and after children are matched with a Big Brother or Big Sister.

Implications of Results: Because of the small sample size due to the unavailability of sufficient data after students graduate elementary school, the implications of this study are tentative. These implications are further affected by the high amount of turnover among Big Brothers/Big Sisters volunteers, and the consequent brevity of many of the studied relationships. With the above methodological problems in mind the major implication of this study is that additional research is needed, specifically involving a larger number of children who have had stabler relationships with Big Brothers/Sisters and for whom more adequate data are available, particularly at the junior and senior high levels.

Implications for AISD: The current study fails to offer any support for increasing A.I.S.D. referrals of troubled youth from single parent homes to the Big Brothers/Big Sisters Program. However, since attendance and grades may be more problematic for these youths in higher grades, it is recommended that this research be replicated (using a larger sample) if a way can be found to access the needed data in junior and senior high school records.

The Test of Practical Knowledge and the OASIS Interest Schedule: Their Use with Students who are Visually Handicapped

Abstract
Anne L. Corn Ed.D.

Participating Schools: Junior and senior high schols which serve visually handicapped students participated in the study. These schools include: McCallum High School and O'Henry Junior High School served by Ms. Ann Adkins, Teacher of the Visually Handicapped. Lanier High School, Porter Junior High School, Travis High School and Reagan High School also participated in the study; they are served by Ms. Kathy O'Rourke, Teacher of the Visually Handicapped.

Description of Results: At the present time I have not received several of the tests which were administered to students during the final weeks of the school year. Of those tests which have been received, three students completed the Test of Practical Knowledge and four students completed the OASIS Interest Schedule.

Total raw scores for the Test of Practical Knowledge were converted to percentiles. The three students received scores at the 5th, 60th, and 80th percentiles when compared with fully sighted peers (eighth through tenth graders). Scores have also been returned to the teachers for subtests: personal, social and occupational knowledge. Later this summer, when tests have been returned from school districts throughout the sate, AISD scores will be included in data analysis. Measures of central tendancy, variance and correlations will be determined in relation to several variables, e.g. level of vision, type of school program (public or residentiam), reading medium and past work experience.

The four students' interests were compared with those of fully seeing peers. For each student teachers received profiles of the students interests along 12 job clusters: art, science, nature, protective, mechanical, industrial, business detail, selling, accomondating, humanitarian, leading/influencing, and physical/performing. These interests, too, will be compared with those of other visually handicapped students throughout the state and with fully seeing students on whom the interest schedule was standardized.

Implications of Results: Implicatoins cannot be made at this time due to the status of the study. Data analysis is expected to be complete in September 1983 and a final report will be available during the fall semester.

Adjustments in vocational curricula, career counseling and social skills instruction for the visually handicapped may be made as a result of the results of this study.

Implications for AISD: Scores for individual students may be helpful for teachers and counselors who will be working with visually handicapped students. These tests do not address the special skills needed by visually handicapped students e.g. knowledge of where to obtain special materials. They do, however address the areas of practical knowledge which students need to function in a "sighted world."

External Research in AISD: Knowledge for Building
Cover Drawing by Ruth Passarella, Anderson High School
Office of Research and Evaluation Publication Number 82.80